

Topic: Composition Notation (Ancient Egypt)

National Curriculum Objectives which are covered in this unit:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using inter-related dimensions of music.
- Listen with attention to details and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Model Music Curriculum Areas which are covered in this unit:

- Singing
- Performing
- Listening
- Composing

Lesson sequence - include the key concept, L.O. and brief description of lesson

<p>Lesson 1 – Here Comes the Egyptians Singing Egyptian-themed vocal warm-ups and learning the song ‘Gift of the Nile’.</p> <p>LO: To sing with accuracy, fluency, control and expression.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can sing in time with other people and a backing track. • I can follow or remember the lyrics. • I can follow the tune. <p>Assessing progress and understanding Pupils with secure understanding indicated by: singing in time and in tune with other people and the backing track, remembering the lyrics. Pupils working at greater depth indicated by: using musical vocabulary to describe both the music of the song and the features of the performance that need improving.</p>	<p>Lesson 2 – Hieroglyphic Score Creating improvised pieces of music and notating them using hieroglyphs.</p> <p>LO: To explore and use different forms of notation.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can show the structure of a piece of music using non-standard notation. • I can improvise music. • I can use hieroglyphs to notate my composition. <p>Assessing progress and understanding Pupils with secure understanding indicated by: identifying the structure of a piece of music and matching this to non-standard notation; improvising their own piece of music. Pupils working at greater depth indicated by: improvising a satisfying piece of music using non-standard notation, which can easily be interpreted by others; using music staves to notate their compositions.</p>	<p>Lesson 3 – Play Like an Egyptian Learning the names of different note lengths and identifying them in familiar sheet music.</p> <p>LO: To understand note length.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can play a melody by ear. • I can recognise note names and note length. • I can make my part balance with other music around me. <p>Assessing progress and understanding Pupils with secure understanding indicated by: playing the melody with reasonable accuracy, performing with confidence and in time with others. Pupils working at greater depth indicated by: playing the melody with a high level of accuracy, adjusting the balance and timing of their part in the final performance, as well as identifying different note lengths and names.</p>	<p>Lesson 4 – Pitch Pyramids Learning how the position of a note on the stave dictates its pitch.</p> <p>LO: To read simple pitch notation.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can play a melody by reading pitch notation. • I know that notes can go either on or between the lines. • I can use pitch notation to write down my own melody. <p>Assessing progress and understanding Pupils with secure understanding indicated by: composing and playing a melody using stave notation. Pupils working at greater depth indicated by: using stave notation to compose a melody and rhythm as well as quickly and accurately reading stave notation to play confidently from it.</p>	<p>Lesson 5 – Egyptian Farewell Composing a piece of music celebrating a pharaoh’s journey into the afterlife.</p> <p>LO: To use hieroglyphs and stave notation to write a piece of music.</p> <p>Success criteria</p> <ul style="list-style-type: none"> • I can work as part of a group to compose a piece of music in a particular style. • I can notate my piece using hieroglyphs and stave notation. • I can perform as part of a group. <p>Assessing progress and understanding Pupils with secure understanding indicated by: contributing meaningfully to the group performance and composition, including using hieroglyphic notation to show the structure of their piece. Pupils working at greater depth indicated by: taking a leadership role within the group and ensuring everyone plays in time; using stave notation accurately to record the composition.</p>
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<p>Prior learning</p> <p><i>List year groups and topics with connected learning</i></p>	<p>EYFS Exploring Sound Celebration Music Music and Movement Musical Stories Transport Big Band Year 1 Keeping the Pulse (Theme: My Favourite Things) Tempo (Theme: Snail and Mouse) Dynamics (Theme: Seaside) Sound Patterns (Theme: Fairytales) Pitch (Theme: Superheroes) Musical Symbols (Theme: Under the Sea) Year 2 Call and Response (Theme: Animals) Instruments (Theme: Storytelling) Singing (Theme: On This Island) Contrasting Dynamics (Theme: Space) Structure (Theme: Myths and Legends) Pitch (Theme: Musical Me)</p>	<p>Year 3 Ballads Creating Composition in Response to Animation (Theme: Mountains) Developing Singing Technique and Keeping in Time (Theme: Vikings) Pentatonic Melodies and Composition (Theme: Chinese New Year) Instrumental Unit One (Theme: South Africa) Traditional Instruments and Improvisation (Theme: India) Year 4 Body and Tuned Percussion (Theme: Rainforests) Rock and Roll Changes in Pitch, Dynamics and Tempo (Theme: Rivers) Haiku, Music and Performance (Hanami) Samba and Carnival Sounds and Instruments Adapting and Transposing Motifs (Theme: Romans) Year 5 Blues Musical Theatre</p>
<p>Future learning</p>	<p>Year 5: Composition Notation (Theme: Ancient Egypt) Looping and Remixing Composition (Theme: Festival of Colour) South and West Africa Year 6 Dynamics, Pitch and Texture (Theme: Coast – Fingal’s Cave by Mendelssohn) Songs of World War 2 Film Music Theme and Variations (Theme: Pop Art) Baroque Composing and Performing a Leavers’ Song</p>	
<p>Key vocabulary to be explicitly taught</p>	<p>Accuracy; backing track; balance; composition; control; crotchet; dotted minim; ensemble; expression; features; fluency; lyrics; minim; minor key; notation; parts; pitch; pitch notation; quaver; repeating; rhythm; semibreve; sheet music; staff notation; stave; structure; tempo; tune; tuned percussion; unison; vocal warm-ups</p>	
<p>Cross-curricular links</p>	<p>Art and Design Creating a visual map of how a song sounds. History Learning about Ancient Egypt: the importance of the Nile, how they buried the dead and hieroglyphics</p>	
<p>Enrichment</p>	<p>BBC History – Introducing Ancient Egypt Trip to West Park Museum to see the Egyptian collection</p>	
<p>Useful websites/resources</p>	<p>Kapow Music BBC Teach BBC Ten Pieces Rocksteady Feel Good Friday</p>	